

JEFFERSON ELEMENTARY

809 West Elizabeth Street
Jefferson, South Carolina 29718

GRADES K-5 Elementary School

ENROLLMENT 304 Students

PRINCIPAL Scott Eddins 843-658-3295

SUPERINTENDENT John E. Williams, PhD 843-623-2175

BOARD CHAIR Jerry D. Holley 843-334-8420

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	50	43	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Good	No

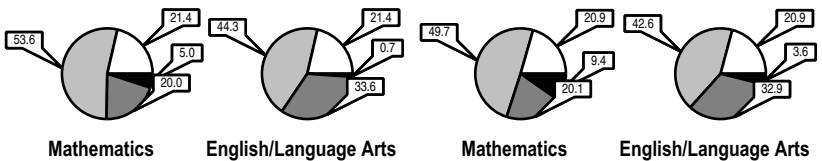
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	152	99.3	20.9	44.6	33.8	0.7	45.3	Yes	Yes
Gender									
Male	81	98.8	27.8	38.9	33.3	0.0	41.7		
Female	71	100.0	13.4	50.7	34.3	1.5	49.3		
Racial/Ethnic Group									
White	100	100.0	13.8	41.5	44.7	0.0	57.4	Yes	Yes
African-American	51	100.0	35.6	51.1	11.1	2.2	20.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	99.3	19.8	40.5	38.8	0.8	51.2		
Disabled	18	100.0	27.8	72.2	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	152	99.3	20.9	44.6	33.8	0.7	45.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	152	99.3	20.9	44.6	33.8	0.7	45.3		
Socio-Economic Status									
Subsidized meals	81	98.8	29.3	46.7	22.7	1.3	32.0	Yes	Yes
Full-pay meals	71	100.0	10.9	42.2	46.9	0.0	60.9		

Mathematics - State Performance Objective = 15.5%									
All Students	152	100.0	21.4	53.6	20.0	5.0	43.6	Yes	Yes
Gender									
Male	81	100.0	23.3	53.4	17.8	5.5	41.1		
Female	71	100.0	19.4	53.7	22.4	4.5	46.3		
Racial/Ethnic Group									
White	100	100.0	17.0	50.0	26.6	6.4	54.3	Yes	Yes
African-American	51	100.0	28.9	62.2	6.7	2.2	22.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	100.0	21.3	50.0	23.0	5.7	47.5		
Disabled	18	100.0	22.2	77.8	0.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	152	100.0	21.4	53.6	20.0	5.0	43.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	152	100.0	21.4	53.6	20.0	5.0	43.6		
Socio-Economic Status									
Subsidized meals	81	100.0	31.6	56.6	9.2	2.6	30.3	Yes	Yes
Full-pay meals	71	100.0	9.4	50.0	32.8	7.8	59.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	51	100.0	24.4	24.4	46.7	4.4	51.1
	Grade 4	50	100.0	23.9	56.5	19.6	N/A	19.6
	Grade 5	55	98.2	38.5	48.1	11.5	1.9	13.5
	Grade 6	44	100.0	31.8	43.2	22.7	2.3	25.0
	Grade 7	38	97.4	24.2	48.5	24.2	3.0	27.3
	Grade 8	62	100.0	43.4	49.1	7.5	N/A	7.5
2004	Grade 3	55	100.0	25.5	32.7	40.0	1.8	41.8
	Grade 4	50	98.0	19.1	53.2	27.7	N/A	27.7
	Grade 5	47	100.0	17.8	51.1	31.1	N/A	31.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	51	100.0	15.6	66.7	15.6	2.2	17.8
	Grade 4	50	100.0	13.0	67.4	17.4	2.2	19.6
	Grade 5	55	100.0	32.1	50.9	13.2	3.8	17.0
	Grade 6	44	100.0	18.2	52.3	15.9	13.6	29.5
	Grade 7	38	100.0	23.5	41.2	20.6	14.7	35.3
	Grade 8	62	100.0	41.5	52.8	5.7	N/A	5.7
2004	Grade 3	55	100.0	25.5	58.2	14.5	1.8	16.4
	Grade 4	50	100.0	25.0	47.9	16.7	10.4	27.1
	Grade 5	47	100.0	15.6	55.6	26.7	2.2	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 304)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.0%	Up from 3.3%	2.9%	2.7%
Attendance rate	94.9%	Down from 95.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		4.0%	3.5%
Eligible for gifted and talented	12.4%	Down from 18.3%	13.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 7.2%	9.4%	8.2%
Older than usual for grade	1.3%	Down from 2.8%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	66.7%	Up from 53.1%	50.0%	51.4%
Continuing contract teachers	95.2%	Up from 75.0%	89.5%	87.5%
Highly qualified teachers**	95.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	75.9%	Down from 84.3%	86.5%	86.7%
Teacher attendance rate	94.2%	Down from 96.9%	94.5%	94.9%
Average teacher salary	\$39,861	Up 3.3%	\$40,360	\$40,760
Prof. development days/teacher	15.1 days	Up from 11.6 days	12.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	85.1%	Down from 91.7%	89.5%	90.0%
Dollars spent per pupil*	\$5,173	Down 2.6%	\$5,800	\$6,044
Percent of expenditures for teacher salaries*	67.4%	Down from 71.1%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003/2004 school year at JES has been a year of change. After the transfer of grades 6-8 to New Heights Middle School, Jefferson is now a "true" elementary school. With the adversities of change come the opportunities for new beginnings. We have had the chance to analyze and evaluate what we do to create the most effective learning environment for the students. We are very proud of our "new" school and feel like we have made great strides in all areas of student achievement.

As a school, we are doing well. On the English Language Arts (ELA) section of PACT, we had over 75% of all the students enrolled in the Success For All (SFA) reading program from its inception scoring on grade level or above. In math, the number of students in grades 3 and 4 scoring below basic dropped significantly. Third grade had a 60% reduction in the number of students scoring below basic, and fourth grade had a 64% decline. Even when compared to the rigorous No Child Left Behind standard for proficiency, our school met the challenge. As an average for the school, we exceed the ELA state standard of 17.6% of the students scoring proficient or advanced with a total of 23.1%, and we exceed the state math objective of 15.5% with a score of 19.6%. Even though two sub-groups of students did not meet these standards, these statistics are a reflection of the potential of Jefferson Elementary School.

JES made student writing an area of emphasis. With suggestions from the Writing Committee, the teachers were committed to the development of students as writers.

We incorporated writing into every subject including the fine arts classes. The teachers of music, art, and PE used journals to increase student comprehension and retention of the skills being taught. We also implemented strategies to motivate students to write more often. Students were given more opportunities for "real-world" writing activities. The students participated in numerous essay competitions, wrote letters and poems that were published in the local newspapers as well as in a student anthology. The students also wrote one of the newsletters that was distributed to the parents. Andrea Garrison, a fourth grade teacher, organized and implemented a school-wide postal system, Wee Deliver, for the students. All of these efforts were a huge success and instrumental in stimulating students to write, but being visited by a famous author had to be the most exciting activity. Mr. Bob Barner, author and illustrator of numerous children's books, encouraged writing through the incorporation of music, drawings, and stories about his books. The students and teachers were enthralled!

Our students also did well in the arts and athletics. A fourth grader's art work was selected to be on the cover of the national school menu. Senator Lindsey Graham sent a letter congratulating JES on being named a "State Champion" for having the highest number of students scoring at or above the 85th percentile on the President's Physical Fitness Challenge.

As the children reap the benefits of our efforts, we need to recognize the staff, students, parents, community members, and business partners for their commitment. Together, we make a winning team for the students of Jefferson Elementary School.

Scott Eddins, Principal

Deanna Jowers, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	40	43
Percent satisfied with learning environment	95.5%	90.0%	90.7%
Percent satisfied with social and physical environment	91.7%	90.0%	83.3%
Percent satisfied with home-school relations	91.7%	92.5%	90.5%

*Only students at the highest elementary school grade level at this school and their parents were included.